

# THE REALITY OF DEVELOPMENT OF MANAGEMENT STAFFS OF CHO MOI DISTRICT AN GIANG PROVINCE SECONDARY SCHOOL, VIETNAM

Tran Quoc Giang<sup>1</sup>, Tran Phuoc Sang<sup>2</sup>

<sup>1</sup>Tran Quoc Giang - Lecturer, Master,  
TUE DUC SCHOOL SYSTEM IN HO CHI MINH CITY,  
HO CHI MINH;

<sup>2</sup>Tran Phuoc Sang - Rector,  
PRIMARY SCHOOL "A" NHON MY,  
CHO MOI DISTRICT, AN GIANG PROVINCE,  
SOCIALIST REPUBLIC OF VIETNAM

**Abstract:** building a staff of school management staff plays a very crucial role in the cause of education and training innovation. The article analyzes the staff's current situation and the development of the management staff of the secondary school in Cho Moi district, An Giang province. The author has pointed out the limitations in building a staff and developing the management staff of the secondary schools in Cho Moi district, An Giang province. This is a critical practical basis for proposing solutions to overcome the above limitations.

**Keywords:** development staff, management staff, planning, test and evaluation, motivational environment.

# РЕАЛЬНОСТЬ РАЗВИТИЯ УПРАВЛЕНЧЕСКИХ КАДРОВ СРЕДНЕЙ ШКОЛЫ ПРОВИНЦИИ АНЗЯНГ РАЙОНА ЧОМОЙ, ВЬЕТНАМ

Чан Куок Гианг<sup>1</sup>, Чан Фуок Санг<sup>2</sup>

<sup>1</sup>Тран Куок Джанг – лектор, магистр,  
Школьная система Тие Дис в Хошимине,  
г. Хо Ши Мин;

<sup>2</sup>Чан Фуок Санг - ректор,  
Начальная школа «А»  
Нхон Ми, Район Чой Мой, провинция Анзянг,  
Социалистическая Республика Вьетнам

**Аннотация:** формирование штата школьного управленческого персонала играет очень важную роль в деле образования и обучения инновациям. В статье анализируется текущая ситуация с персоналом и развитие управленческого персонала средней школы в районе Чой Мой, провинция Анзянг. Автор указал на ограничения в формировании штата и развитии управленческого персонала средних школ в районе Чой Мой, провинция Анзянг. Это важная практическая основа для предложения решений по преодолению вышеуказанных ограничений.

**Ключевые слова:** развитие персонала, управленческий персонал, планирование, тестирование и оценка, мотивационная среда.

In recent years, human resource development has become a major concern for nations all over the world, including Vietnam, because it is the key to the country's growth, development, and competitiveness. Meeting the demands of the country's growing industrialization and modernization process in the age of the knowledge economy and globalization. Our Party and State have prioritized education and training as a critical factor in promoting a country's development, recognizing the value of human resources in the country's building and growth. The most fundamental foundation for promoting human resources for socioeconomic development is a nation, or a people [2]. In recent years, The education industry in Cho Moi district, An Giang province, has made significant efforts in recent years to construct and develop a staff of teachers, education management staff in general, and secondary school education management staff in particular. However, in order to meet the present reform requirements for secondary education, the education industry in Cho Moi district, An Giang province, must recognize and assess the existing state of secondary school management staff development. Make suitable recommendations for the development of a management staff to guarantee adequate quantity, uniformity in structure, and sufficient quality and capability to meet the realities' expectations.

In order to properly assess the situation of developing the management staff of the secondary school in Cho Moi district, An Giang province, in April 2020, we conducted a survey by polling 154 people (including: 7 department level staffs, 42 school level staffs and 105 secondary school teachers), the results are as follows:

We utilize synchronous theoretical and practical research approaches, such as: research on the reality of secondary school management staff. Researching records of secondary school management staff through the school archive system and the organizational and professional divisions of the Cho Moi district's Department of Education and Training; Interviews and exchanges with the Departments of Home Affairs and Education and Training in the Cho Moi district. In addition, interviews were conducted with Education management employees,

a Chief Specialist, and several secondary school teachers in the district. Collect data from the Department of Education and Training of Cho Moi district through examination and evaluation of officers, standard assessment of principals and vice principals in two school years: 2018-2019 and 2019-2020.

## 1. Reality of planning and development of high school management staffs

### 1.1. Reality of management staffs

#### 1.1.1. In terms of quantity and structure

Planning the secondary school management staff in order to construct a management staff of sufficient quantity, synchronous in structure, matching training standards, quality, and capacity according to desired standards; ensuring inheritance, fulfilling immediate and long-term requirements. The reality of planning to develop management staff in the education industry in Cho Moi district, An Giang province is evaluated as follows.

- Quantity of management staff in secondary schools: Men account for 80.3% of the secondary school management staff, with a total of 42 management staff. There are a number of structures in place to guarantee compliance with current regulations. In general, the management staff of Cho Moi district secondary schools is formally trained, has good and excellent professional capacity, the number of staff with good and excellent management ability is 100%, and there are no management staff in secondary schools that do not fulfill the mission.

- In terms of age, gender, party members, and management seniority in 2019: The average age of secondary school management staff is 40.2. The majority of principals are in their 40-50, with an average age of 40-50 (80.2%). This is the age when there is still a lot of time to spend and experience in practice, which must be encouraged and utilized wisely in order to bring each person's ability to full play. The quantity of management staff over 50 years old is small; they have had a lot of experience in life and work, but owing to their age, their agility and energy are limited; 100 percent of management staff are party members.

Table 1. Statistics of seniority of management staff

SUBJECT	SENIORITY OF MANAGEMENT		
	UNDER 5 YEARS	FROM 5 TO 10 YEARS	OVER 10 YEARS
PRINCIPAL	3 (17,6%)	8 (47,05%)	6 (35,29%)
VICE PRINCIPAL	7 (28%)	10 (40%)	8 (32%)

Source: Cho Moi District Education Department

- Regarding seniority of management (see Table 1) The above results show that the majority of management staff seniority in secondary schools are 5 years or more, which is enough time to reveal the qualities and capabilities of themselves in management.

- In terms of both professional and political levels. The majority of secondary school management staff have university degrees in the appropriate major and have achieved 100% of the standards; 100% political level is intermediate. The foreign language and IT level of the Cho Moi district secondary school's management staff is still poor; there are no management staff with university or college degrees in either foreign languages or informatics, and the majority have A, B certificates. This is because, in the past, the appointment of management staff was not seen as an essential requirement; Concerning the professional levels of education management, statistics show that most of the management staff have been trained in education management, demonstrating that creating favorable conditions for education management, fostering professional qualifications and education management profession for secondary school management staff, which have been paid 100% attention by the leaders of the District People's Committee, the Department This is a significant source of revenue and a source of strength for the Cho Moi district's education and training business [9].

#### 1.2. In terms of the ethnic and political qualities of the Secondary school management staffs

In order to assess the quality and capacity of secondary school management staff, we used a number of questionnaires with many evaluation criteria on quality and capacity of management staff, using two types of questionnaires with 15 criteria to evaluate the quality and capacity of management staff and questionnaires with 7 criteria to evaluate the style of management staff, in addition to collecting data from the Department of Education and Training's test conclusions. The survey findings may be compared to the management staff's self-evaluation results, as well as the participants in the assessment, who are officers and teachers who are under the management staff's supervision, and industry leaders, the table related to the cause of education in Cho Moi district, An Giang province (see table 2).

Table 2. Summary of poll results to assess the quality and professional ethics of management staff

NO	CRITERIA	GROUP	LEVEL OF EVALUATION %			
			VERY	GOO	AVER	WEA
1	POLITICAL, THOUGHT					

	<b>QUALITIES</b>		<b>GOOD</b>	<b>D</b>	<b>AGE</b>	<b>K</b>
1.1	Having a clear, right, and loyal political attitude and viewpoint, trusting in the leadership of the party, adhering to the law, and leading in a democratic manner	Management staffs, Chief Specialists, Teachers, Officers	92,3%	7,7%	0	0
1.2	Courageous and persistent in the face of difficulties and challenges. Be proactive, master yourself, take risks, and accept responsibility for your actions.	Management staffs, Chief Specialists, Teachers, Officers	89,1%	10,9%	0	0
2	<b>ETHNIC QUALITIES</b>					
2.1	Has a high sense of responsibility and is dedicated to work. In the role of a management staff, there is a clear, reasonable and fair assignment	Management staffs, Chief Specialists, Teachers, Officers	92%	8%	0	0
2.2	Having ethnic qualities: thrift, honesty, and fairness. Take care of the unit's staff's material and spiritual well-being.	Management staffs, Chief Specialists, Teachers, Officers	89,8%	19,2%	0	0
2.3	Sense of organization, discipline	Management staffs, Chief Specialists, Teachers, Officers	91,3%	8,7%	0	0
2.4	Prestigious with officials, employees and students, the community.	Management staffs, Chief Specialists, Teachers, Officers	93,4%	6,6%	0	0

Source: Survey data of secondary schools

According to the average score statistics, the results of the survey on the content of organizing the training of secondary school management staff show that the content is evaluated to perform well in terms of training in management professions and self-improvement; regular assessment is to foster political, ideological, and ethical qualities; management problem-solving skills. However, some management staff lack assertiveness, do not dare to think, do not dare to act, and especially do not dare to take responsibility, so they are still unable to assess, since the secondary school management staff's actual authority is insufficient for them to solve the problem on their own. In other words, autonomy, self-responsibility, and the rate of self-evaluation of good types all are low. Many people lack bravery, objectivity, fear of responsibility, and occasionally push responsibility to subordinates when working under a lot of pressure from superiors, superiors, and public opinion.

### 1.3. Capacity of secondary school management staffs (see Table 3)

Table 3. Summary of poll results to assess the capacity of management staffs

NO	CRITERIA	SUBJECT	LEVEL OF EVALUATION %			
			VERY GOOD	GOOD	AVERAGE	WEAK
1	School Management staff have organized the implementation of guidelines, policies and laws of the Party and State, the Education industry	Management staffs, Chief Specialists, Teachers, Officers	88,2%	11,8%	0	0
2	The level of understanding of the Communist Party's viewpoints and guidelines on Education and Training	Management staffs, Chief Specialists, Teachers, Officers	84,5%	15,5%	0	0
3	Professional qualifications, pedagogical ability	Management staffs, Chief Specialists, Teachers, Officers	87,3%	12,7%	0	0
4	Ability to plan and implement plans in school	Management staffs, Chief Specialists, Teachers, Officers	81,4%	18,6%	0	0
5	Financial, asset and administrative management capacity and information technology application in management	Management staffs, Chief Specialists, Teachers, Officers	80,2%	19,8%	0	0

6	Ability to build a stable and growing staff	Management staffs, Chief Specialists, Teachers, Officers	83,6%	16,4%	0	0
7	Ability to communicate, behave, internally and externally	Management staffs, Chief Specialists, Teachers, Officers	90,5%	9,5%	0	0
8	Proactivity, flexibility in management and ability to complete tasks	Management staffs, Chief Specialists, Teachers, Officers	82,6%	17,4%	0	0
9	Ability to self-inspect, evaluate, assign, employ, plan, promote, reward, and discipline seriously	Management staffs, Chief Specialists, Teachers, Officers	88,5%	11,5%	0	0

Source: Survey data of secondary schools

The following conclusions may be taken from the above summary results: The majority of secondary school management staffs are capable of successfully executing their given responsibilities; Criterion 6 on staff building capacity is underestimated, partly due to managers' personal capacity, but also because they are not given much authority in recruiting and using staff; as a result, they are sometimes compelled to use non-professionals and specialized people to do work that has been arranged by others. Not completely implementing the spirit of the Government's Decree No. 101/2017/ND-CP Management staff do not evaluate themselves highly in criteria 5 and 6, particularly criterion 5 regarding financial and administrative management capacity [5]. The reason for this lack of competency, in my opinion, is that educational management training schools' training and retraining programs focus more on teaching and learning management than financial and administrative management.

#### 1.4. About the style of the staff of secondary school management staffs (see Table 4)

Table 4. Summary of poll results on the style of management staff

NO	CRITERIA	SUBJECT	LEVEL OF EVALUATION%			
			VERY GOOD	GOOD	AVERAGE	WEAK
1	Assign specific and clear responsibilities in accordance with the ability, respecting the autonomy of subordinates.	Management staffs, Chief Specialists, Teachers, Officers	83,2%	16,8%	0	0
2	Capturing, providing and using information, analyzing the possible possibilities for people to choose the possibility of implementation.	Management staffs, Chief Specialists, Teachers, Officers	85,8%	14,2%	0	0
3	Promote grassroots democracy when implementing, organizing and performing tasks that require the participation and cooperation of officials in the unit.	Management staffs, Chief Specialists, Teachers, Officers	78,6%	21,4%	0	0
4	Achieve the goals of the activities through the cooperation and sharing of the members of the unit, the ability to organize group activities.	Management staffs, Chief Specialists, Teachers, Officers	75,3%	24,7%	0	0
5	Learn to discover strengths and weaknesses and promote personal capacity, creating conditions to reveal personal capacity.	Management staffs, Chief Specialists, Teachers, Officers	80,5%	19,5%	0	0
6	Examining subordinates as collaborators for a common purpose, thereby educating, shaping and correcting them to	Management staffs, Chief Specialists, Teachers, Officers	85,5%	14,5%	0	0

	suit reality.					
7	Well implement democratic regulations in the unit	Management staffs, Chief Specialists, Teachers, Officers	86%	14%	0	0

Source: Survey data of secondary schools.

According to the survey results, the ability to organize group activities and promote the forte and capacity of officials, teachers, management staffs, and Chief specialists, teachers, and other forces rated the good level as not high in criteria 4 and 5 about activities through cooperation and sharing of members in the unit, the ability to organize group activities and promote the forte and capacity of officials, teachers, management staffs, and Chief specialists, teachers, and other forces rated the good level as not high. This demonstrates that management has not paid attention to providing opportunities for its subordinates to show their skills or abilities. When interviewed about this, several Chief specialists and teachers responded, "Having a management staff stifles talent and extinguishes certain people's ambitions due to envy and jealousy." In criteria 7, certain management staffs have not effectively implemented democracy norms at the grassroots level. This is also one of secondary school management staff's limitations.

## **2. The reality of developing the management staff of the secondary high school in Cho Moi district, An Giang province**

### **2.1. Planning, staff development plan**

In the work program, the District Party Committee and the People's Committee of Cho Moi district's work program are continually focused on the next training. The district Department of Education and Training has developed a plan to develop education management staff in general, and education management staff in secondary schools in particular, in accordance with the resolution of the district Party Congress. Every year, the district Department of Education and Training has directed schools to implement management staff planning associated with the Party's development, in conjunction with the assessment and classification of officials' and teachers' political qualities, professional capacity, and work efficiency. Over the years, 100% of secondary schools have conducted management staff planning for the years 2021-2025, and 42 officials have been included in the 2021-2025 management staff planning phase. The majority of the officials scheduled for appointment are qualified for the position; the few that aren't will need to be challenged, as well as trained and fostered. The planning process ensures that the right procedure is followed, as well as democracy and objectivity. From the school arranging the evaluation and voting on the recommendations to the Department of Education and Training reviewing and collaborating with the Department of Home Affairs to advise the District People's Committee leaders on how to make decisions.

However, the planning work is not really associated with official training, fostering, and appointment; some people are not in the planning but are appointed, and vice versa; there are people who have been "postponed" for a long time, affecting officials', workers', and school employees' confidence in the department's planning work. Many schools ignore the importance of investing in generating resources since there were officials who met the age requirements in the previous period but were too old in the planning a few years later. The task of fostering and training the next generations of staff at the grassroots level is still lacking, and some management staff still hold conservative views and are resistant to change.

### **2.2. Recruitment, appointment, dismissal and rotation of management staff**

The District People's Committee has directed the appointment, dismissal, and rotation of management staff in recent years to coordinate with the education and training industry to follow the correct process and procedures; there was good coordination between industrial management and territorial management, and the leadership of the Party committees and authorities was ensured [3]. Political qualities, working capability, professional qualifications, and staff credibility were all given special consideration in the new appointment. Management staff that violated ethics, quality, and inadequate management capacity were also dismissed for officials who held the position of principal at a school after two terms and had been rotated. However, this work still has limitations, in some school units, some teacher staffs still carry the ideology of "empiricism", local locality, "privilege" ideology. ... should not be objective and fair in the selection of officials to appoint; In particular, there are places where there are signs of "running for office", "running for power". The appointment process is not reasonable, the role of the school leadership collective in the appointment of officials is still vague; Management staff are appointed mainly from local human resources, with very little choice, so not everywhere can choose people who are "virtuous" and "talented" to manage the school [8].

The work of re-appointment, dismissal and rotation of management staff in schools is still limited: the re-appointment has not been conducted regularly, continuously and in a timely manner; The dismissal and rotation of management staff have not been taken seriously.

### 2.3. In terms of the training and fostering of management staff

The work of training and fostering the management staff of the secondary school has been paid attention to, however, it also reveals limitations. The number of secondary school management staff sent to attend training courses on educational management knowledge is too small. The Department of Education and Training has not yet advised to develop a plan for training and fostering management staff and teachers of schools in a scientific and long-term manner, mainly sending staff and teachers to study according to the plan of the province. The implementation of regimes and policies for teachers and management staff to study and improve their qualifications still faces many difficulties, due to limited funding.

### 2.4. Inspection and evaluation of staff

The investigation, survey, and evaluation of the quality of the management staff are carried out regularly without regard for formality. The work of building and developing typical management staff in schools has not been done. The organization of exchange and learning experiences in school management of the management staff is rarely organized and has limited inadequacies, this is an opportunity for management staff to share experiences in management in order to improve the quality of life. Effective management contributes to the general education of the district. Every year, in addition to fully equipping the management staff with physical, technical and legal documents in the operation of the schools, the education industry always organizes thematic examinations, on the basis of That department pointed out the advantages and disadvantages of management staff of schools and organizations to draw from experience in the district to implement more effectively. Besides, the management staff of the secondary school also conduct self-examination on these contents seriously, so they are evaluated very often by the school's teachers [1]. This is one of the strengths of the development of management staff at Cho Moi District Secondary School, An Giang province, because the management staff has a sense of self-Testing and Appreciation.

### 2.5. The reality of creating environment and motivation for the development of high school management staff

Creating an environment and motivation is an activity that stimulates and promotes the development of the secondary school management staff. The Education Department of Cho Moi district, An Giang province pays great attention to this work because this is the leverage and the strength to raise the development of the district's education to new heights. The reality of the activity is assessed by the management staff and secondary school teachers as follows (see Table 5):

Table 5. Reality of creating environment for management staff development

NO	CRITERIA	OBJECT	LEVEL OF EVALUATION%			
			VERY GOOD	GOOD	AVERAGE	WEAK
1	Fully equipped with equipment and upgrade facilities for the school	Management staffs, Chief Specialists, Teachers, Officers	90%	10%	0%	0%
2	Implement local policies and regimes for secondary school management staffs	Management staffs, Chief Specialists, Teachers, Officers	86%	14%	0%	0%
3	Implement local policies and regimes for secondary school management staffs	Management staffs, Chief Specialists, Teachers, Officers	82,3%	17,7%	0%	0%
4	Effectively organizing emulation activities, rewarding and conferring noble titles for secondary school management staffs	Management staffs, Chief Specialists, Teachers, Officers	93,5%	6,5	0%	0%
5	Organize exchange activities, exchange management experience at domestic educational establishments.	Management staffs, Chief Specialists, Teachers, Officers	80,3%	10,5%	9,2%	0%
6	Organize visits and learn from experience in educational management in developed countries.	Management staffs, Chief Specialists, Teachers, Officers	72%	7,4%	20,6%	0%
7	Raise salary ahead of time for managers when there are achievements.	Management staffs, Chief Specialists, Teachers, Officers	96%	4%	0%	0%

Source: Survey data of secondary schools.

The survey results in Table 5 show that the level of performance assessed by management staff and secondary school teachers at a very good level is the work of raising salaries ahead of time for management staff with high achievements; rewarding and conferring noble titles for management staff; organizing study tours at domestic educational institutions, however, is still limited. These are activities carried out very often by the Department of Education at the end of each administrative year, raising wages ahead of time according to Circular No. 08/2013/TT-BNV dated July 31, 2013 of the Ministry of Home Affairs. At the same time, it is proposed to consider and award noble titles to management staff with high achievements such as emulation soldiers at all levels, certificates of merit at all levels, medals and medals for the cause of education, excellent teachers [7]. The implementation of policies and regimes has contributed to the development of management staff, reflected in prioritizing training, fostering and selecting management staff, first of all, good teachers, who are funded by the district budget for training on management knowledge, political theory, and learning to improve standards. The guarantee of material benefits is also concerned such as reward regimes, salary increase ahead of time, transfer of teachers' salaries to qualified management staff; Thereby, creating favorable conditions for team development, motivating and attracting the energy and wisdom of the management staff of secondary schools across Cho Moi district.

However, the policy regime still has some limitations. In the difficult financial situation, in the past years, the People's Committees at all levels, the Finance - Planning Department of Cho Moi district have paid attention to funding sources and equipping facilities to serve the teaching and management of the principal. Concentrating funds on procurement and strengthening of modern equipment for management work in some schools such as purchasing computers for management staff and office work, records management software and scores. student numbers, ADSL, LAN, etc. Facilities and equipment for management are interesting and invested but are not equal, there are schools that do not have separate offices for students. management staff, rooms are still cramped. These are limitations in investing in facilities and equipment for the management and direction work in secondary schools that the People's Committees at all levels, the Finance-Accounting Department plan, and the District Department of Education and Training needs to consider and prioritize in the near future [4].

### **3. General assessment of the reality**

#### **3.1. Advantage**

In recent years, when the management is more and more strict, the principal has shown high and continuous efforts, in addition to completing the school's political tasks, it is also necessary to improve the management efficiency to have a basis for assessing and classifying officials in the unit from vice principal or lower and subject to evaluation and rating in the year by the leaders of the Education and Training Department of the local party committee on the roles and responsibilities of the party members. The planning and appointment of junior high school management staff has made progress, although there is no regulation on coordination between the Department of Education and Training and the local committee, in practice there are many coordination contents such as: Jointly approve the list of managers in the planning area, participate in taking votes of confidence and have an agreement before the superiors make appointment decisions.

The development of secondary school management staff in Cho Moi district in recent years has always received close attention from the district People's Committee and the leaders of the Department of Education and Training. In addition to the efforts of the source teachers at the secondary schools, there is also the directing and fostering role of the Board of Directors and the branch at the junior high schools. These are the main reasons why the development of education management staff ensures stability and development. The awareness of the people and local authorities about the important role of education is a driving force for the expansion of the socialization of education. This makes the support of the local government, the people where the school is located for the development of education and training is increased. Having built a relationship inside and outside the school, many schools have done well in the work of educational socialization, democratization in schools has been promoted, creating a high consensus among the staff, thus creating a favorable environment. School education is favorable.

Management staff of secondary schools are regularly studied and trained to improve their cognitive capacity and action capacity. The management staff of secondary schools always have a sense of learning in many different ways; through school, through books, through practical work, especially through the media to equip themselves with a system of theoretical and new knowledge bases to actively develop management and organizational plans. implementation, inspection and evaluation to complete the task in the spirit of autonomy and self-responsibility for the management areas assigned by the leader.

#### **3.2. Limitations**

Planning, training and fostering staff are sometimes passive. The selection work sometimes does not follow a strict process, does not pay attention to creating sources and fostering the next team, the appointment sometimes lacks objectivity, not really "choosing people for the job". Secondary high school management staff are still limited in a number of areas: planning, strategy development, vision, school mission definition, team building,

financial management, foreign affairs, etc. ... It can be said that these are very necessary areas of activity under the Principal's duties but have not been focused on training and fostering. Building a team for the purpose of strengthening the organization, ensuring the force to perform well the immediate and long-term tasks according to the requirements of comprehensive development, in terms of financial work is the new task of the heads of the departments. educational non-business units in the spirit of the Government's Decree No. 43/2006/ND-CP on financial autonomy to be proactive in using the budget and in organization. Therefore, the Department of Education and Training, Department of Finance - Planning need to regularly organize training to update knowledge and capacity for management staff [6].

Most management staff are not trained through intensive classes, most are trained through short-term training courses. Obviously, this is an important issue that needs to be resolved in a timely manner to ensure that the performance results of the secondary schools in Cho Moi district achieve the desired results of education and training. Some management staff, due to different objective and subjective conditions, have not fully promoted their learned management knowledge, only paid attention to administrative management, have not paid due attention to professional management, or entrust professional management to the vice principal, Chief Specialists, with little time to invest in research; improve management, innovate to improve the quality of teaching and self-study and self-improvement. Some management staff lack enthusiasm, work average, passive in work; Some others, due to their limited capacity, handle work improperly, abuse their power, violate financial policies and regimes, and lose the trust of teachers, students, students' parents and the community. Some management staff are still inactive, still rely on their superiors, the consulting work is not good, and the ability to mobilize forces to carry out socialization work is still limited.

The inspection, examination and measures to overcome the limitations and shortcomings are still slow, untimely, have not turned the inspection into a regularity of educational management at all levels, and have not created closeness between people. inspected and inspected, have not turned the inspected into the inspected. The reality of the management staff of the Cho Moi district secondary school shows that the district needs to take comprehensive measures, suitable to the actual situation in the locality, to quickly improve the quality of the management staff to meet the educational requirements in the current period.

The development of management staff at Cho Moi Secondary School in Cho Moi district, An Giang province has received the attention of leaders at all levels, and have always invested in establishing and developing a management staff of secondary schools with political and ethical values. Professional career, strong professional qualifications, professional management abilities for effective leadership, and school management to meet current educational development requirements. However, in terms of planning, selection of management staff, training, inspection, assessment, and creating a motivating environment for development management staff, the reality at Cho Moi Secondary School in Cho Moi district, An Giang province is still limited. To overcome the above limitations and weaknesses, appropriate actions must be taken and implemented in a timely manner in order to contribute to the development of the secondary school management staff in Cho Moi district, An Giang province.

To promote and develop a staff of management staff to ensure quantity, quality and synchronous structure; To meet the requirements of educational innovation in the current period and in the coming time, it is necessary to have a solution to develop the management staff of the Cho Moi district secondary school in the period of 2021-2025, with an orientation to 2025, the solution must be demonstrated. necessity and high feasibility; meet the needs of local education and training development, contributing to the socio-economic development of Cho Moi district in the period of industrialization and modernization of the country.

#### *References / Список литературы*

1. Central Executive Committee. Resolution No. 29-NQ/TW dated November 4, 2013 on fundamental and comprehensive renovation of education and training to meet the requirements of industrialization and modernization in the context of a socially market economy oriented internationalism and integration. See on website Ministry of Education and Training. Url: <https://moet.gov.vn/tintuc/Pages/doi-moi-can-ban-toan-dien-gd-va-dt.aspx?ItemID=3928>.
2. Central Organizing Committee. Guideline No. 15-HD/BTCTW dated November 5, 2012 on the planning of leading and management staffs in the spirit of Resolution No. 42-NQ/TW dated November 30, 2004 of the Politburo (the IX term) and conclusion No. 24-KL/TW dated June 5, 2012 of the Politburo (XI term).
3. Government (Vietnam). Decision No. 711/QD-TTg, dated June 13, 2012 approving the "Strategy for development of education and training 2011-2020". Hanoi, 2012.
4. Government (Vietnam). Decree No. 16/2015/ND-CP dated February 14, 2015 stipulating the autonomy mechanism of public non-business units. Hanoi, 2015.
5. Government (Vietnam). Decree No. 101/2017/ND-CP on training and fostering cadres, civil servants and public employees. Hanoi, 2017.

6. Ministry of Education and Training. Circular No. 29/2009/TTBGDDT dated October 22, 2009 on Standardization of Principals of junior high schools, high schools and high schools with many levels of education. Hanoi, 2009.
7. Ministry of Home Affairs. Circular No. 08/2013/TT-BNV dated July 31, 2013 guiding the implementation of the regular salary increase regime and advance salary grade increase for civil servants, public employees and employees. Hanoi, 2013.
8. Prime Minister. Decision No. 27/2003/QĐ-TTg dated February 19, 2003 promulgating regulations on appointment, re-appointment, rotation, resignation and dismissal of leading cadres and civil servants. Hanoi, 2003.
9. Secretariat of the Party Central Committee. Directive No. 40-CT/TW of the Secretariat of the Party Central Committee on building and improving the quality of teachers and education management staffs. Hanoi, 2004.